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ABSTRACT

This practical guide for colleges is designed to ensure sex and race equality in service delivery in further education in the United Kingdom. It is based on the approved framework for inspections in the further education sector. Following an introduction, chapter 2 outlines the laws against discrimination, and chapter 3 sums up the argument for equality of opportunity in further education. Chapter 4 provides a basic checklist of what an equal opportunities policy should cover, and chapter 5 suggests equality performance indicators that may be used to integrate equality assurance into the college's quality assurance procedures. The central section of the booklet follows the inspection guidelines published in "Assessing Achievement," published by the Further Education Funding Council. One column presents requirements from the Further Education Funding Council and the other column contains key questions for administrators about equal opportunity action. Practical guidance on dealing with racial and sexual harassment is given in an appendix. (SLD)

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COMMISSION FOR RACIAL EQUALITY

EQUAL OPPORTUNITIES COMMISSION

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FURTHER EDUCATION AND EQUALITY

A MANAGER'S MANUAL

COMMISSION FOR RACIAL EQUALITY

EQUAL OPPORTUNITIES COMMISSION

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FOREWORD

Many colleagues will remember the impact of the presentations made to the Further Education Funding Council conference in February 1995 by the chairs of the Commission for Racial Equality and the Equal Opportunities Commission. Subsequently, both Commissions have worked together to produce this guide for colleges. It is intended to provide practical assistance to principals and senior staff in colleges in the provision of an education service unimpaired by inequalities.

I am pleased to commend the guide to all further education colleges.

Sir William Stubbs
Chief Executive,
Further Education Funding Council

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PREFACE

Further Education and Equality is a practical guide for colleges. Its approach is designed to ensure sex and race equality in service delivery in further education.

The legal duty of college governing bodies to ensure equality of opportunity is clear. The Sex Discrimination Act 1975 and the Race Relations Act 1976, which outlaw discrimination on grounds of sex or race, apply to colleges in the further education sector through paragraphs 75 to 88 of schedule 8 to the Further and Higher Education Act 1992. Governors and managers should therefore ensure that they are familiar with their college's equal opportunities policies. They will wish to satisfy themselves that the college actively promotes good practice in education and employment matters, takes account of the needs of all groups which might suffer discrimination in these areas, and monitors the effectiveness of its policies.

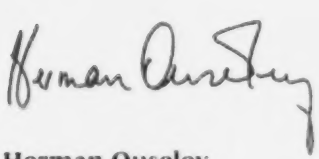
Good equal opportunities practice can improve the quality of service a college provides in all areas of teaching and learning. It makes the college more responsive to the communities it serves, widens student participation, improves performance, and helps to reduce drop-out rates.

This guide is based on the approved framework for inspections in the further education sector drawn up by the Further Education Funding Council. We use it to explore in detail how equality of opportunity can be built into all areas of college life.

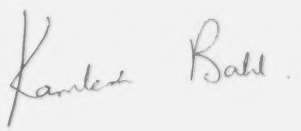
The purpose of further education colleges is to provide the best educational service to anyone who wants it and can benefit from it. Ensuring good equal opportunities practice, and avoiding unlawful sex or race discrimination, will be a significant contribution to achieving that mission.

These issues are important to all colleges, whatever curricula they offer, and wherever they are located. The further education service has a long record of striving for equality of opportunity. That tradition should now be built upon. This booklet provides a framework within which colleges can achieve that purpose. Further advice and support is available from the Commission for Racial Equality and the Equal Opportunities Commission.

This guide was written with the support of a specialist advisory group of practitioners, and the Commissions and the FEFC thank them for all their help and advice.



Herman Ouseley
Chairman,
Commission for Racial Equality



Kamlesh Bahl
Chairwoman,
Equal Opportunities Commission

1. INTRODUCTION

This booklet is based on the requirements for colleges set out in two Further Education Funding Council circulars: *Assessing Achievement* (93/28), and *College Strategic Plans: 1995-6 and Beyond* (95/02). Relevant requirements from the *Charter for Further Education* published in 1993 by the (then) Department for Education under the Prime Minister's Citizen's Charter initiative are also noted.

The central section of this booklet follows the inspection guidelines given in *Assessing Achievement*. The left-hand column (headed 'Sector Expectations') reproduces requirements from the Charter and FEFC circulars, while the right hand column poses relevant 'Key Questions' for managers on equal opportunity action.

Managers should consult this guidance when preparing the college strategic plan, or making arrangements for an inspection, or reviewing quality assurance in the college, and should use its questions and checklists to plan equality of opportunity into the very core of their activities.

Although colleges will use this guidance in a variety of different contexts, all will benefit from considering the questions asked. Their answers will help to introduce equality of opportunity systematically within a framework shared by all FEFC funded institutions, while responding to the particular needs of each college.

Chapter two outlines the laws against discrimination, and chapter three sums up the argument for equality of opportunity in further education. Chapter four provides a basic checklist of what an equal opportunities policy should cover, and chapter five suggests equality performance indicators that may be used to integrate equality assurance into the college's quality assurance procedures. Practical guidance on dealing with racial and sexual harassment is given in Appendix One.

Four key points are:

- Equality of opportunity needs to be built into a college's strategic plans, mission statements and charters.
- It should be monitored thoroughly and systematically, so that achievements can be identified, and shortfalls remedied.
- Equal opportunity initiatives should be led by senior management, with imagination and commitment, and given the highest profile.
- Successful pursuit of equality of opportunity will enhance the performance of the college as a whole.

2. LEGAL FRAMEWORK

The college governing body is responsible for ensuring that no unlawful discrimination on grounds of race or sex occurs in the college. Chapter 17 of the FEFC's *Guide to Governors* sets out the Council's expectations of colleges in relation to equal opportunities.

The governing body should note that an employer is liable for any discriminatory act by an employee in the course of his or her employment. The fact that a discriminatory act was done without the employer's knowledge or consent provides no defence in law, unless the employer can show that all reasonably practicable steps had been taken to prevent such discrimination; for example, through staff training, briefings, codes of conduct, guides on good practice and regular monitoring by ethnic group and sex.

The Commission for Racial Equality and the Equal Opportunities Commission expect college governing bodies to:

- take responsibility for promoting equal opportunities
- ensure that college procedures, policies and actions comply with the Race Relations Act and the Sex Discrimination Act, and are not unlawfully discriminatory
- take positive action, where necessary, to redress any unjustified disparities by ethnic group or sex in the fields of education and employment.

Both the CRE and EOC can investigate allegations of discrimination and publish their findings. They can also assist individuals to bring complaints of discrimination before a county court (or sheriff court in Scotland); employment complaints are heard in industrial tribunals. Both Commissions also promote good equal opportunities practice, and seek to work in partnership with a wide range of agencies in fulfilling their duties.

Advice is available from both the EOC and CRE on measures to prevent discrimination. Both Commissions have published detailed codes of practice for employers:

- *Code of Practice for the Elimination of Racial Discrimination and the Promotion of Equality of Opportunity in Employment* (CRE)
- *Guidelines for Equal Opportunities Employers: Code of practice for the elimination of discrimination on the grounds of sex and marriage and the promotion of equality and opportunity in employment* (EOC)

These codes have statutory force, which means that failure to follow their recommendations can be cited as evidence in a case of discrimination brought against an employer. The CRE has also published a *Code of Practice for education*. The CRE's legal powers are set out in *Enforcing the Race Relations Act*.

Relevant provisions of the Sex Discrimination Act 1975 and Race Relations Act 1976

Colleges in the further education sector are brought under the Sex Discrimination Act 1975 and the Race Relations Act 1976 by paragraphs 75 to 88 of schedule 8 to the Further and Higher Education Act 1992. The Acts define three main types of discrimination:

- *Direct discrimination* occurs when a person is treated less favourably than others on grounds of sex or race. The Race Relations Act defines 'racial grounds' as race, colour or nationality (including citizenship), and ethnic or national origins (RRA s1(1)(a); SDA 1(a)(1)).
- *Indirect discrimination* occurs when a rule or condition or requirement which applies equally to everyone has a disproportionately adverse effect on people from a particular racial group, or either sex, and there is no objective justification for the rule (RRA s1(1)(b), s28; SDA s1(b)(1), s37).
- *Victimisation* occurs when a person is discriminated against for taking action under the Race Relations Act or the Sex Discrimination Act, or for supporting such action by another (RRA s2; SDA s4(1)).

Instructions or pressure to discriminate
Both Acts make it unlawful to bring pressure on a person, or to instruct them, to discriminate on grounds of sex or race; or to aid another to discriminate unlawfully (RRA s30, s31, s33; SDA s39, s40, s42). Vicarious liability also covers the acts of agents (RRA s32; SDA s41).

Discriminatory advertisements
It is unlawful under both Acts to publish an advertisement that is discriminatory on grounds of race, or seen to be discriminatory (RRA s29; SDA s38).

Discrimination in education provision
It is unlawful under both Acts to discriminate:

- in recruiting students or providing access to benefits, facilities and services (RRA s17; SDA s22)
- in providing vocational training (RRA s13; SDA s14)
- in conferring vocational or professional qualifications (RRA s12; SDA s13).

Positive action
It is lawful under both Acts to provide training and special encouragement for people of a particular racial group, or either sex, who have been underrepresented in certain occupations or grades during the previous 12 months (RRA s37, s38; SDA s47). It is also lawful to address any special educational, training or welfare needs identified for a specific racial group (RRA s35).

Other discrimination
Colleges must comply with those parts of both Acts that relate to discrimination in employment. They must also observe the general prohibitions against discrimination in access or 'indirect access' to goods, facilities and services they provide (RRA s20, s40; SDA s29, s50). 'Indirect access' would apply to the actions of agents providing services as contractors or franchisees.

3. THE 'QUALITY CASE' FOR EQUALITY

Providing equality of opportunity enables further education colleges to ensure they provide good quality services for everyone.

Enhancing customer satisfaction

Providing a high standard of educational service which meets the needs of all sections of the local community is likely to increase student satisfaction with the college. A good equal opportunities policy will help managers to ensure that the college meets the various learning needs of men and women from all racial groups.

Deepening community roots

Close and full involvement in the college of men and women from all ethnic groups will help strengthen and deepen its roots in the local community.

Meeting students' needs

Further education colleges that understand and meet the needs of students from all ethnic groups, and both sexes, will be more successful in recruiting and retaining students.

Becoming an employer of choice

Human talent is a critical competitive resource, and each further education college needs to develop the reputation and practice that will attract the very best job applicants from all backgrounds.

Enhancing partnership

A further education college that is respected by all in the community will attract partnerships from a variety of agencies, such as local authorities, Training and Enterprise Councils and private sector employers.

Avoiding the costs of discrimination

Racial and sexual discrimination is expensive. It costs money, undermines staff morale and reputation, and makes the college unattractive to students. Industrial tribunals are no longer constrained by limits on the compensation they can award victims of discrimination. Adverse publicity from such cases, or from a CRE or EOC formal investigation of alleged discrimination by the college, or both, may be an additional, expensive liability.

4. WHAT AN EQUAL OPPORTUNITIES POLICY SHOULD COVER

The colleges that are most successful at providing equal opportunities will be able to show:

- commitment
- action (internal and external)
- outcomes.

A statement that the college is committed to equal opportunities will be meaningless unless backed by a clear and thorough policy and action plan. The basic elements of a good equal opportunities policy are set out below.

COMMITMENT

Colleges should be able to demonstrate that they have the following:

- A written equal opportunity policy, linked clearly to the college's strategic plan, its mission statement and charter, and informed by the Race Relations and Sex Discrimination Acts.
- A sub-committee of governors or a staff or student/staff committee with overall responsibility for equality of opportunity.
- A senior member of staff with overall management responsibility for implementing the equal opportunity policy.
- The policy is given a high public profile.
- The action or implementation plan covers:
  - the role of senior management
  - responsibilities and resources
  - desired outcomes and targets
  - timetables and timescales
  - methods for measuring progress
  - methods of consultation with the community, students and staff.
- Regular communication and publicity ensure awareness of the policy and action plan among:
  - students
  - staff
  - people applying to be students or staff
  - suppliers of goods and services
  - recognised consultative forums
  - the public.

ACTION – INTERNAL

Colleges should be able to show that:

- Ethnic and gender data are collected and used to review:
  - applications
  - admissions
  - student distribution by course
  - student achievement levels and retention rates.
- All staff are trained in the effective implementation of the policy, including:
  - managers
  - personnel staff
  - all teachers
  - counsellors
  - support staff.
- Targets are set, based on local census, employment and other relevant data, and are reflected in equality performance indicators (see, for instance, A4, B6-7, F3). Advice on setting targets is given in the CRE's *A Measure of Equality* (1991), and the EOC's *Monitoring, Positive Action, Targeting* (1995).

ACTION – EXTERNAL

Colleges should be able to show that:

- Work placements are monitored for equal opportunities practice.
- Ethnic minority and women's organisations are consulted regularly.
- The college projects itself in the community as an equal opportunity college.
- Advice on equal opportunities is sought from outside agencies, such as local racial equality councils, the CRE, the EOC and the FEFC.
- Information and marketing material is provided in other languages, when needed.

OUTCOMES

Monitoring for unjustified ethnic and gender disparities should allow the college to evaluate its progress according to the following measures:

- fair representation of ethnic minorities and women at all levels
- consistently high levels of student retention
- enhanced reputation in the local community
- increasing levels of customer satisfaction
- favourable publicity from the media
- wider range of employers offering work experience
- fewer grievances and complaints.

5. EQUALITY PERFORMANCE INDICATORS

> 'The Council is aware that colleges have been developing performance indicators for internal management purposes, both individually and collaboratively, and expects that colleges will wish to use more detailed performance indicators to supplement the indicators proposed by the Council. The effectiveness of the use of performance indicators contributes to the assessment of a college's quality assurance system, and is taken into account by the inspectorate in assigning a grade for this aspect of work.'
>
> *('Measuring Achievement', FEFC Circular 94/12)*

The CRE and the EOC believe that equality of opportunity is a sufficiently important component of quality to merit a specific set of performance indicators. As the FEFC makes clear above, colleges may develop their own supplementary indicators.

We suggest below a number of equality performance indicators, based on the 'Key Questions' asked in this guide. Colleges may wish to use the full set of indicators, or only a selection of them; they may decide to adapt all or some of them, or to create others. Whichever option they choose, the CRE and EOC recommend that a set of equality indicators should be developed and used, incorporating target levels, or timetabled improvements in performance, or both.

Suggested Equality Performance Indicators

- The college has an effective equality monitoring system, which measures progress towards its equality objectives (A3, A6, F2-5).
- Staff can demonstrate good understanding of the main equal opportunity issues, and have clear responsibilities for implementing the college's policy (B3-4, D5, F1, F6-7).
- Student surveys demonstrate good understanding of the college's equal opportunity policy and procedures (A7, C7, F5).
- External 'stakeholder' surveys show good awareness of the college's equal opportunity commitment and relevant policies (A2-3, B10, F5).
- New services cater for both sexes and all ethnic groups in the local community (A4, B7).
- College publicity and marketing materials establish the college as an equality standard setter (A5).
- Among new client groups being targeted and recruited, both sexes and all ethnic groups in the local community are fairly represented (A6).
- Participation rates for ethnic minorities and women in selected programme areas show increases (A6).

- Drop-out rates for all groups are lower, with corresponding savings in the costs of falling student numbers (B8, C4).
- The range of employers providing work experience placements, including businesses led by women and people from ethnic minorities, increases over a defined period (A3).
- Levels of student and staff absenteeism, including absenteeism among women and ethnic minorities, consistently decrease (C6).
- Grievances and complaints, including those from women and ethnic minority students, decrease over a specified period (C7).

SECTOR EXPECTATIONS AND KEY QUESTIONS

Sector Expectations are taken from:

AA *Assessing Achievement*, Further Education Funding Council circular 93/28. Quotations are from 'Appendix 1: Inspectors' guidelines', and appear in the order used in the circular.

CFE *Charter for Further Education*, (then) Department for Education, 1993. This sets out what students have the right to expect from colleges.

CSP *College Strategic Plans, 1995-6 and beyond*, Further Education Funding Council circular 95/02. Guidance from this is summarised, not direct quotation.

RESPONSIVENESS AND RANGE OF PROVISION

A1

SECTOR EXPECTATIONS

FEFC

'The staff are aware of and respond to the Government's aims and policies for further education, the national education and training targets and the requirements of the Council.' (AA)

'You are entitled by law to equal treatment regardless of your sex or ethnic background....'
(CFE, p 19)

KEY QUESTIONS

Awareness of the law

▶ Are all staff and governors made aware of the legislation outlined on page 9.

▶ Are governors made aware of the FEFC's expectations on equality of opportunity, as set out in Chapter 17 of the FEFC Guidance for College Governors?

▶ Are students given information on the college's equality policy, and on their rights according to the Charter for Further Education and under the Acts cited on p 9.

A2

SECTOR EXPECTATIONS

FEFC

'There is effective liaison with local schools, local education authorities, other further and higher education institutions, training and enterprise councils, employers, parents, community representatives and the Council's regional office.' (AA)

'If you are an employer, or a member of the local community you have the right to expect ... the local college to be a responsible and responsive part of the community.' (CFE, p 5).

KEY QUESTIONS

Liaison

▶ Does the college have a staff member whose role includes liaison with outside organisations?

▶ How effective is college liaison with:

- racial equality councils
- voluntary sector organisations catering for the needs of ethnic minorities or women
- ethnic minority youth organisations
- ethnic minority religious groups
- local authority and LEA equal opportunity advisors
- ethnic minority businesses
- Fair Play for Women consortia
- careers advisory services?

▶ How is the liaison with outside organisations used to develop college programmes and guarantee the quality of the educational service?

▶ Does the college set annual targets for the number of external organisations – such as TECs (LECs in Scotland) – to be approached to help fund special courses, such as single sex courses, courses for particular ethnic groups, courses for returners?

▶ Does the college have a designated liaison officer for European Union education projects, including fundraising for special courses?

▶ How many courses are currently sponsored by EU funds?

A3

SECTOR EXPECTATIONS

'There are arrangements for identifying local employment and other needs, and for monitoring the satisfaction with the service of those who use it.' (AA)

KEY QUESTIONS

Employers and work placements

▶ Does the college liaise with local TECs (LECs in Scotland) to ensure that local labour market statistics identify sectors where women or ethnic minorities are significantly underrepresented?

▶ What steps does the college, in liaison with local TECs (LECs in Scotland) and employers, take to address any under-representation identified, including:

- course-specific equality targets for student enrolments and outcomes
- positive action training
- marketing materials to attract members of underrepresented groups to enrol in relevant courses?

▶ How well do surveys of employers cover the views of ethnic minority employers?

▶ How are work placements for ethnic minority students and those seeking non-traditional placements arranged and monitored?

▶ Can responses to surveys of students and prospective students be analysed by ethnic group and gender?

▶ How are policies and practices reviewed and changed in the light of ethnic and gender monitoring?

A4

SECTOR EXPECTATIONS

FEFC

'There is a range of programmes and services which meet the needs of potential clients, for example:

- school leavers and mature students
- students whose attendance patterns necessitate distance or open learning
- students with disabilities and/or learning difficulties
- employers, including those seeking full cost courses, assessment services and consultancy.' (AA)

FEFC

Colleges are asked to provide information on student numbers in the ten programme areas adopted by the Council in 1994. (CSP)

KEY QUESTIONS

Range of programmes and services

▶ What programmes and services are available for:

- people who have been out of the labour market because of domestic responsibilities
- refugees
- students with English as a second language (ESL)
- travellers
- women and men who wish to train for jobs not usually associated with their sex
- women and men with child or other care responsibilities ?

▶ Are these categories monitored by ethnic group and gender?

▶ How are ethnic and gender data from the census and local authorities used to set recruitment targets for each category?

▶ How effectively does the college use the results of such monitoring to develop its outreach and marketing strategies?

▶ How is ethnic and gender monitoring undertaken for each programme area?

▶ How does each programme area develop its own equality targets?

A5

SECTOR EXPECTATIONS

'Programmes are effectively marketed and those which are no longer demonstrably meeting a need are revised or replaced.' (AA)

KEY QUESTIONS

Marketing of study programmes

▶ How does the college's marketing strategy address any unjustified disparities identified by ethnic and gender monitoring?

▶ How effective is the marketing strategy in projecting the college as an 'equal opportunity' college?

▶ Are targets set for obtaining media coverage of the college's equality policies and initiatives?

▶ How effectively are the following used to promote programmes:

- ethnic minority and women's voluntary sector networks
- the ethnic minority media
- community outlets serving ethnic minorities and women?

▶ How effectively do the visual images and language used in publicity materials reflect the college's commitment to equality?

▶ How are decisions made as to which publicity materials should be translated, and into which languages?

▶ How is the marketing strategy monitored against ethnic and gender recruitment targets for different programmes?

A6

SECTOR EXPECTATIONS

FEFC

'There is access to, and participation in, post-compulsory education by groups traditionally underrepresented in further education.' (AA)

'You have the right to expect colleges to explain what they are doing to foster equal opportunities. This should include the progress they have made in encouraging underrepresented or other disadvantaged groups in the local community to take advantage of what they offer.' (CFE, p 19)

KEY QUESTIONS

Underrepresented groups

▶ How is ethnic and gender monitoring used to reinforce the college's commitment to equal access and outcomes and to determine policies and procedures in the following areas:

- applications
- admissions
- student distribution, by course
- student achievement levels and retention rates?

▶ How effectively does the college use the following methods to encourage enrolments in non-traditional subject areas:

- access programmes
- access consortia
- compacts
- franchising
- accreditation systems?

▶ How is the ethnic and gender data used to inform policy reviews, recruitment targets, and marketing strategies?

▶ How do the college's mission statement, strategic plan and charter and public information material reflect its commitment to equal opportunities?

A7

SECTOR EXPECTATIONS

'Equality of opportunity is promoted and discriminatory practices are avoided.' (AA)

'At all times you have the right to be treated equally, regardless of your sex or ethnic background.' (CFE, p 19)

KEY QUESTIONS

Promotion of equal opportunities

▶ Is the college's equal opportunities policy written in plain, accessible English?

▶ How do the college's mission statement, strategic plan and charter reflect the policy?

▶ How widely is the policy distributed and publicised, internally and externally?

▶ How are students made aware of their rights and responsibilities, and how to exercise them?

▶ How does the college's equal opportunities policy reflect the requirements of the Race Relations Act 1976 and the Sex Discrimination Act 1975?

▶ Does a senior manager have overall responsibility for policy implementation and review?

▶ How is ethnic and gender monitoring data used to develop policy in areas such as:

- applications and admissions
- student retention rates
- student distribution, by course
- student achievement levels
- student discipline
- student progression
- disbursement of access funds?

▶ How and when do all staff receive in-service training on implementing the equal opportunities policy?

▶ How is such training built into induction programmes for new staff?

▶ What reports are made to the college governors on the implementation of the policy?

▶ How well do those reports reflect the views of relevant outside organisations?

▶ How are performance indicators for the equal opportunities policy determined?

▶ How effectively are the indicators monitored by management and governors?

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GOVERNANCE AND MANAGEMENT

B1

SECTOR EXPECTATIONS

'The institution's governors fulfil their duties effectively and take an interest in the institution's activities.' (AA)

KEY QUESTIONS

College governing body

▶ Does the college governing body include female and ethnic minority members?

▶ Does the college draw governors from:

- women's and ethnic minority voluntary organisations
- ethnic minority youth organisations
- ethnic minority religious groups
- businesses led by women and people from ethnic minorities
- racial equality councils?

▶ Does the college governing body have a sub-committee for equality issues which advises the full governing body and informs its strategic and operating plans?

▶ What regular reports do the governors receive on the implementation of the college's equal opportunity policy?

▶ How well do those reports brief them on:

- achievement of equality targets in recruitment, and
- results of college-wide ethnic and gender monitoring?

▶ How have governors been made aware of Chapter 17 of the FEFC *Governors Guide*, and the commitment to equal opportunities in the DFE's *Charter for Further Education*?

▶ What training do governors receive on the implications of Chapter 17 and the DFE Charter?

▶ What training do governors receive on the provisions of the Sex Discrimination Act 1975 and the Race Relations Act 1976?

▶ Have the governors ensured that commitments to racial and sexual equality are included in the college's mission statement, charter and strategic plan, and that the commitments are being acted upon?

B2

SECTOR EXPECTATIONS

FEFC

'The institution's desired ethos and its aims, objectives, targets and criteria for success, as embodied in the strategic and operating plans, are understood and supported by staff and reflected in departmental and/or programme aims and objectives.' (AA)

'Everyone has the right to expect open, fair and effective complaints procedures.' (CFE, p 5)

KEY QUESTIONS

Ethos

▶ What initiatives does the college take to develop and encourage an ethos of racial and sexual equality?

▶ What specific and systematic actions does the college's equal opportunity policy require from all parts of the institution?

▶ How is the effectiveness of those actions monitored and reviewed?

▶ What steps are taken to ensure that all students and staff are aware of their role in putting the equal opportunities policy into practice?

▶ How does the policy deal with racial and sexual harassment, and what procedures are there for responding to complaints and supporting complainants? (See Appendix)

▶ What arrangements has the college made to handle complaints of sex or race discrimination, and to inform students of their statutory rights? (See also C7)

▶ How well do staff and students understand the commitments to racial and sexual equality in the college's strategic and operating plans, its mission statement, and the college charter?

B3

SECTOR EXPECTATIONS

'The responsibilities for implementing and monitoring policies relating to matters such as equal opportunities, health and safety, student support and environmental issues are clearly allocated.' (AA)

KEY QUESTIONS

Allocation of responsibilities

▶ How effectively do senior managers fulfil their overall responsibility for putting the college's equal opportunities policy into practice?

▶ Are governors fully involved in reviewing progress on the implementation of the policy?

▶ What equality performance indicators have been set for staff in their job descriptions?

▶ Is their performance on these appraised as part of standard, line management procedures?

▶ What steps are taken to ensure systematic and effective implementation of the college's equal opportunities policy?

B4

'The management structure and lines of communication and accountability are clear and understood.' (AA)

Accountability and communication

▶ Do staff and students know which member of senior staff has overall responsibility for the equal opportunity policy and its implementation?

▶ How easy is it for staff and students to take their concerns to this staff member?

▶ How well do staff know what their responsibilities are for implementing the equal opportunities policy?

▶ How easy is it for staff and students to contribute to reviews of the effectiveness of the equal opportunities policy?

B5

SECTOR EXPECTATIONS

FEFC

'Staff and other resources are effectively deployed and the institution's strategy for financial allocation is clear and understood.' (AA)

KEY QUESTIONS

Resource allocation

▶ How integral are equal opportunities considerations in staff recruitment, selection and deployment procedures, including training for all members of selection panels?

▶ Are budgets and other resources sufficiently flexible to implement the various recommendations of ethnic and gender monitoring reports (including positive action)?

▶ Are adequate resources set aside to implement the equal opportunities policy in full, including specific budgets for:

- training
- marketing
- learning support
- responding to racial and sexual harassment
- other needs identified by monitoring?

B6

FEFC

'Management information is efficiently collected and disseminated and effectively utilised.' (AA)

Colleges are asked to provide student number information in the ten programme areas adopted by the Council in 1995. (CSP)

Colleges are requested to provide information on estimated student numbers for this year and projections for the next three. (CSP)

Management information

▶ How are the following areas monitored by ethnic group and gender:

- student applications
- admissions
- student distribution, by course and programme area
- retention and drop out
- examinations and qualifications
- completion of non-examination courses
- progression to further study or work
- use of learning support
- employment destinations
- work placement
- disbursement of access funds
- disciplinary action?

▶ How does the college develop equality targets within its estimates of overall student numbers?

SECTOR EXPECTATIONS

KEY QUESTIONS

▶ How is performance against those targets measured, and failure to meet them explained and managed?

▶ How effectively is the data analysed and used to inform:

- policy reviews
- equality targets
- projected student numbers
- marketing and advertising
- training for staff
- curriculum development
- pre- and on-course counselling
- teaching and learning strategies
- quality of learning support
- equality performance indicators?

B7

FEFC

'Enrolment targets are set and achieved.' (AA)

Enrolment targets

▶ How are targets set:

- in relation to census, TEC or LEC and local authority data?
- in relation to the different ethnic groups, and men and women in each programme area?

▶ How regularly are these targets reviewed?

▶ What steps does the college take to change its marketing strategies or action plans if targets are not met?

B8

SECTOR EXPECTATIONS

'Retention rates are monitored: reasons are sought for unusually low rates and action is taken.' (AA)

KEY QUESTIONS

Monitoring retention rates

▶ Are retention rates analysed by ethnic group and gender?

▶ How are any ethnic and gender differences in retention rates investigated?

▶ What steps are taken to identify the reasons for such differences, and to review and change policy and practice where necessary?

▶ How effective are such reviews at course team, department and faculty level?

▶ What procedures have been introduced to ensure that ethnic and gender monitoring of retention will lead to action on:

- teaching and learning strategies
- course reviews
- pre- and on-course counselling
- racial and sexual harassment policy
- targets for projected student numbers
- staff development and training
- marketing strategies
- better communication of the college's commitment to racial and sexual equality?

B9

SECTOR EXPECTATIONS

FEFC

'Student destinations are monitored: reasons are sought for unusually low progression rates to higher or continuing further education and employment and action is taken.' (AA)

KEY QUESTIONS

Monitoring student destinations

▶ Is student progression monitored to analyse ethnic and gender patterns and trends, and to interpret them?

▶ What mechanisms are in place to review or change policies and practices that might be leading to unjustified disparities?

▶ How are the ethnic and gender monitoring data used to evaluate:

- teaching and learning strategies
- quality of teaching and learning
- learning support
- pre- and on-course counselling
- course entry criteria
- progression routes within the college
- progression routes into other educational institutions?

B10

FEFC

Colleges should outline briefly their plans for the franchising or sub-contracting of provision to other organisations and indicate how this contributes to the achievement of their mission and strategic objectives. (CSP)

Contracts and franchised services

▶ How does the college ensure that organisations to which it franchises or sub-contracts services are committed to, and pursue, equality of opportunity? (See CRE, *Racial Equality and Council Contractors*, 1995)

▶ Are students on franchised or sub-contracted courses monitored by ethnic group and gender?

▶ What are the rates of success, retention and drop-out for these students, by ethnic group and gender?

▶ How are the results of this monitoring fed into regular reviews of the suitability of the franchising organisations?

▶ How effective are the franchising arrangements in widening access and participation?

▶ How is equality of opportunity reflected as a core value in the college's standard contracts and franchise agreement conditions?

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

C1

SECTOR EXPECTATIONS

'Before entry, students are provided with information and impartial guidance which ensure that they embark on programmes of study which match their achievements and aims.' (AA)

'If you want to become a full-time or part-time student you have the right to expect ... reliable and impartial advice about the choices available...' (CFE, p 4)

KEY QUESTIONS

Pre-enrolment information

▶ Does the college provide specific guidance for mature students and returners on courses, progression and employment destinations?

▶ Does the college have arrangements for supporting students who may have difficulties due to being one of very few female or ethnic minority students on a course?

▶ How are staff responsible for student information and guidance trained to make fair judgements without stereotyping students' needs and abilities?

▶ How are students informed of the full range of learning support available to them, including English as a Second Language (ESL) support and study skills training?

▶ Are staff responsible for student information and guidance kept informed of the ethnic and gender data on admissions in previous years, so that they can check whether patterns and trends have changed?

▶ Do the college's initial assessment procedures take fair account of the varied experiences and backgrounds of students?

▶ How fairly and accurately does the college value qualifications gained overseas?

C2

SECTOR EXPECTATIONS

'There are appropriate arrangements to assess and accredit prior learning and experience.' (AA)

KEY QUESTIONS

Assessment of prior learning

▶ How does the college ensure that the range of experiences subject to Assessment of Prior Learning (APL) is sufficiently widely drawn to be

- racially and culturally inclusive, and
- not to the detriment of either men or women or any racial group?

▶ How does the college ensure that voluntary experience with ethnic minority or women's groups and organisations is subject to APL?

C3

'Following entry there are effective induction programmes for new students.' (AA)

Student induction

▶ Are induction sessions timetabled so that all students, including those with domestic or work commitments, can attend?

▶ How are students informed of the college's equal opportunities policy?

▶ How well do all students understand the penalties and redress for racial and sexual harassment?

▶ How are students made aware of the full range of learning support available, particularly English as a second language?

C4

'Procedures are in place to facilitate transfer between programmes where appropriate.' (AA)

Transfer between programmes

▶ Are transfers between programmes monitored to reveal ethnic and gender patterns?

▶ How is the monitoring data fed into policy reviews?

C5

SECTION EXPECTATIONS

FEFC

'Throughout the programmes, all students have access to effective tutorial support, personal counselling and guidance, and careers education and guidance.' (AA)

'You have the right to expect informed, impartial, supportive and timely guidance and counselling organised by your college, covering... its rules, disciplinary and other procedures, course requirements, and any special arrangements for your security and safety.' (CFE, p 17)

'You have the right to expect ... access to reliable unbiased careers advice and other guidance and counselling.' (CFE, p 4)

KEY QUESTIONS

Counselling and advice

▶ How are staff responsible for counselling and advice trained to respond to the specific needs of

- mature students and returners
- students on non-traditional courses
- those with child, or other, care responsibilities
- those whose first language is not English?

▶ What guidance do these staff receive to ensure that they do not make stereotyped assumptions on racial or sexual grounds?

▶ How does the college make sure that ethnic minority or female students who want personal counselling and guidance from an ethnic minority or female counsellor receive it?

▶ How are students encouraged and assisted to report incidents of racial or sexual harassment to their personal counsellor?

▶ What training do counsellors receive on giving support to victims of racial or sexual harassment, and on the college procedures for dealing with complaints?

▶ How are academic staff and counsellors equipped to meet the particular needs of students who are refugees?

▶ Are destinations of former students monitored to detect patterns and trends, so that careers advice can take these into account?

C6

SECTOR EXPECTATIONS

FEFC

'The attendance of students is monitored, reasons are sought for persistent absence and appropriate action is taken.' (AA)

KEY QUESTIONS

Attendance records

▶ Are student absences monitored by ethnic group and gender?

▶ If the monitoring data shows significant ethnic or gender disparities in absentee rates, are these investigated, and is action taken?

C7

FEFC

'Students are advised of their rights and responsibilities.' (AA)

'Everyone has the right to expect open, fair and effective complaints procedures if they are not satisfied with the services they receive.' (CFE, p 5)

Responsibilities and complaints

▶ How are students given information about the college's equal opportunities policy?

▶ How are students made aware of:

- their rights and responsibilities in relation to this policy
- procedures for lodging a complaint, and seeking support, if they believe they have been racially or sexually harassed or otherwise disadvantaged because of their race or sex
- their statutory rights in relation to sexual and racial discrimination?

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TEACHING AND THE PROMOTION OF LEARNING

D1

SECTOR EXPECTATIONS

FEFC

'... devise programmes which meet the needs of students and have clearly identified aims and objectives which are shared with the students.' (AA)

'Colleges may provide access courses, tutors who can speak minority languages, childcare facilities and so on.' (CFE, p 19)

KEY QUESTIONS

Study programmes

▶ Are course timetables sufficiently flexible to accommodate students who have domestic responsibilities?

▶ How does the college take account of the different expectations, experiences and concerns of young people, mature students and returners?

▶ How does the college ensure adequate provision for child-care; for example an on-site nursery, holiday play schemes, and financial support via TECs (LECs in Scotland)?

▶ How do courses take account of the needs of ethnic minorities, and of men and women, both in content and delivery?

▶ Do subject lecturers make full use of learning support?

▶ How do courses create a learning environment free from racial and sexual prejudice, discrimination and harassment?

▶ Are the admission criteria non-discriminatory and fair to applicants from all backgrounds and both sexes?

▶ What steps are taken to ensure that admission criteria for courses relate strictly and solely to the needs of the course?

▶ How many minority language speakers does the college employ, and in what capacities?

▶ How many access courses does the college provide?

▶ How does the college make use of the positive action provisions of the Race Relations Act and Sex Discrimination Act? (See p 9).

UCL 35

D2

SECTOR EXPECTATIONS

FEFC

'... keep records of students' achievements, regularly inform them of their progress and identify targets for future progress.' (AA)

KEY QUESTIONS

Academic records

▶ How are achievement levels monitored for ethnic group and gender?

▶ How is the data analysed to compare patterns of academic achievement between both sexes and between different ethnic groups?

▶ How effectively is this analysis fed back into:

- academic policy
- pre- and on-course counselling
- admissions policy and criteria?

D3

FEFC

'... assess and meet the needs of students with disabilities and/or learning difficulties.' (AA)

Special needs

▶ What guidance do staff receive to help them distinguish between educational needs arising from the use of English as a second language and those stemming from learning difficulties?

▶ What training do staff receive to support students with learning difficulties who use English as a second language?

▶ How does the college use Management Information Systems to develop a linguistic profile of its students ?

▶ How does the college use the profile to plan its language support service and the employment of minority language speakers?

▶ What guidance do staff receive on using a range of teaching methods, to bring out the best in all students?

D4

SECTOR EXPECTATIONS

FEFC

'... devise teaching and learning schemes which...

- ensure that assessments are consistent and fair; that appropriate appeals procedures are in place; and that achievement is certificated where appropriate.' (AA)

KEY QUESTIONS

Assessment methods

▶ Is a range of assessment methods used, in order to do full justice to different aptitudes?

▶ Does the college use blind marking for assessment and exams?

▶ Are appeals against assessment monitored by ethnic group and gender?

▶ Is there a mechanism for reviewing and revising assessment procedures and the work of assessors if ethnic and gender monitoring indicates significant unjustified disparities?

D5

SECTOR EXPECTATIONS

FEFC

'In their dealings with students, staff:

- establish good relationships which promote the achievement of learning...
- ensure that the interest of students is engaged and sustained...' (AA)

KEY QUESTIONS

Staff-student relations

▶ What steps are taken to help staff recognise the different needs of students, including ethnic minority students, in order to encourage the highest levels of achievement?

▶ What efforts are made to create friendly learning environments, particularly where subjects have been, and continue to be, dominated by the opposite sex?

▶ How easily can issues of race, gender and stereotyping be explored in the classroom, as and when they come up?

▶ Can staff link current events to race relations and to sexual equality, and integrate these into their teaching?

▶ How effectively do staff deal with racial and sexual harassment, or racist and sexist language in the classroom?

▶ What guidance do staff receive to help them draw on a variety of ethnic and cultural traditions in their teaching?

▶ How successfully do staff promote equal interaction among all students?

▶ What training does the college provide to support staff in all of the above areas?

▶ How are ethnic minority and female students encouraged to participate in extra-curricular activities?

▶ Are resources and teaching materials regularly checked for gender and racial bias?

▶ How regularly do departments monitor student satisfaction with courses? (See also A3.)

STUDENTS' ACHIEVEMENTS

E1

SECTOR EXPECTATIONS

FEFC

'Students:

- enjoy their studies and, when appropriate, speak and write about their work clearly and with enthusiasm
- when required, work effectively as members of a group
- develop appropriate study skills....' (AA)

KEY QUESTIONS

Support for students

▶ How are staff trained to work with students who have different levels of competence in English?

▶ How are all students given the support they need to work well together?

▶ Is the ESL support adequate?

▶ How does the college-wide language and learning support service provide specifically for ethnic minority students?

▶ To what extent do course programmes formally address study skills?

▶ How are students encouraged to develop study skills traditionally associated with the other sex, for instance, computing and mathematics for women and communications skills for men? (See also C1.)

E2

FEFC

'For students who have completed or partially completed programmes of study, there is evidence that:

- students' responses to internal assessments are at an appropriate standard
- the programme targets for success rates in external examinations and other assessments and added value ratings are achieved.' (AA)

Assessment monitoring

▶ How is ethnic and gender monitoring used to analyse internal assessments, and meet the equality targets set? (See also D4.)

▶ Are equality targets for student outcomes set for all courses and programme areas?

▶ If these equality targets are not met, what action is taken?

QUALITY ASSURANCE

F1

SECTOR EXPECTATIONS

FEFC

'All members of staff are aware of and respond to the commitments in the national charter for further education and the college's own charter.' (AA)

'You have the right to expect colleges to explain what they are doing to foster equal opportunities.' (CFE, p 19)

KEY QUESTIONS

Commitment to equality

▶ Are all staff given their own copy or summary of the college's equal opportunities policy?

▶ How are staff trained to implement and explain the college's equal opportunities policy?

▶ Does the information given to students explain the college's commitment to equal opportunities, and the action it is taking?

▶ What commitments to racial and gender equality do the college mission statement, charter, and strategic plan contain?

F2

FEFC

'At the institutional level, there is an overall policy on quality and its assurance and control which is understood and supported by the staff and, where appropriate, the academic board.' (AA)

Commitment to quality assurance

▶ How does the college's commitment to quality assurance include commitment to racial and sexual equality?

▶ What evidence is there that racial and sexual equality are understood and treated as important quality assurance issues?

▶ How are racial and sexual equality built into all the college's quality assurance activities?

▶ How is the question of equality integrated into the quality assurance reports to the academic board?

F3

SECTOR EXPECTATIONS

FEFC

'The institution's policy is implemented through a strategy for setting standards and targets, monitoring progress towards their achievement, and periodically reviewing them to achieve continuous quality improvement.' (AA)

KEY QUESTIONS

Standards and targets

▶ Do overall college targets have appropriate ethnic and gender targets built into them?

▶ Are all targets monitored by ethnic group and gender?

▶ Is the collection and use of ethnic and gender data a central part of quality assurance? (See also B6 and B7 above.)

F4

FEFC

'The strategy for quality monitoring and enhancement includes the collection and systematic use of performance indicators.' (AA)

Performance indicators

▶ Does the college's quality assurance system include equal opportunities performance indicators ? (See B3 above.)

▶ How do these indicators match the equal opportunities policy commitments?

▶ How is performance against the equality indicators fed into all aspects of college activity?

▶ Are the indicators reviewed regularly?

F5

FEFC

'At the programme level, the institution's policy on quality is supported by the regular production of reports which incorporate reliable statistics on student progression and achievement and evaluative comments on the quality of all aspects of the programme from a variety of sources, including students, internal and external assessors and, where appropriate, employers and other clients.' (AA)

Regular reports

▶ Do all relevant statistical reports contain ethnic and gender monitoring data?

▶ Is this data analysed and fed into policy reviews and action planning?

▶ Do the students who are consulted comprise a representative sample of the whole student body, by age, gender and ethnic group?

▶ Do the employers who are consulted include a representative proportion from ethnic minorities?

F6

SECTOR EXPECTATIONS

FEFC

'The strategy for quality monitoring and enhancement includes linked programmes of staff appraisal and staff development.' (AA)

KEY QUESTIONS

Staff appraisal

▶ Are staff appraised on their performance against indicators related to the equal opportunities policy?

▶ Are all staff trained to implement the college's equal opportunities policy?

F7

FEFC

'The staff development programme includes:

- an induction programme for all staff which incorporates the development of relevant skills
- opportunities for all staff to discuss their development needs in the context of programme and institutional priorities and plans
- strategies for meeting staff development needs, disseminating the outcomes and evaluating the effectiveness of the various activities.' (AA)

Staff development

▶ Does the staff induction programme include familiarisation with the college's equal opportunities policy and commitments?

▶ Are all staff trained in implementing the college's racial and sexual equality programmes, including:

- responding to racial and sexual harassment
- the special needs of refugees?

▶ Does the college regularly monitor staff by gender, ethnic group, grade and subject area as part of its commitment to positive action?

▶ Is the take-up of staff training courses monitored by ethnic group and gender?

▶ Does the college set targets to increase the number of ethnic minority and female post-holders in senior management and in subject areas where they are significantly underrepresented?

APPENDIX
Racial and sexual harassment

Racial and sexual harassment has been mentioned throughout this booklet. It is an issue that needs to be addressed firmly and consistently if colleges are serious about racial and sexual equality.

DEFINITIONS

The CRE defines racial harassment as:

> Violence which may be verbal, or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

The European Commission's *Recommendations and Code of Practice on the protection of the dignity of women and men at work* defines sexual harassment as:

> Unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of women and men at work. This can include unwelcome physical, verbal or non-verbal conduct.

Harassment may occur between students, between staff, from students to staff, or staff to students. In all cases it is profoundly hurtful, disruptive, and not conducive to effective learning.

Not just harassment, but also failure to act against it, can constitute unlawful discrimination.

INDUSTRIAL TRIBUNAL CASE

In 1994, an industrial tribunal ruled in favour of Stanley Jenkins, a college lecturer, in *Stanley Jenkins v. Thanet Technical College*. A letter sent by the CRE to all college principals following the judgement sets out the CRE's recommendations to colleges on how to deal with racial harassment.

It should be noted that Thanet College has acted on these recommendations, has reviewed its policies and procedures, and has started a programme of staff training.

There are not yet similar tribunal cases in relation to sexual harassment. However, the principles of the Jenkins case, and the CRE recommendations to colleges, also apply to sexual harassment. The EOC and other organisations will, in appropriate cases, assist complainants to bring cases before industrial tribunals.

The procedures and law are similar for both racial and sexual harassment. The courts and industrial tribunals have upheld the view that sexual harassment

falls within the scope of the Sex Discrimination Act 1975. If an industrial tribunal upholds a claim of sex discrimination, it can lead to:

- an order declaring that the complainant suffered discrimination;
- an award of compensation, which includes an amount for injury to feelings (there is no maximum limit on awards);
- recommendations that the employer take action to assist the complainant – often, this will include a recommendation that the complainant be transferred.

INDUSTRIAL TRIBUNAL DECISION - RACIAL HARASSMENT
Letter from the Chairman of the Commission for Racial Equality to all college principals

...I know you will agree with me that racial harassment is unacceptable behaviour in any circumstances, and perhaps especially in an educational establishment. The Commission is determined to use all its powers to ensure that potential victims of racial harassment, whatever their ethnic group, are fully protected from this behaviour.

THE CASE: STANLEY JENKINS (LECTURER) vs THANET TECHNICAL COLLEGE

Mr Jenkins, a full-time lecturer at Thanet College since 1979, is of Asian origin, and was born in Zimbabwe.

In three Tribunal applications he alleged that:

- He had been exposed to eight years of racial abuse and discrimination compounded by the failure of college management to take action.
- He had been victimised by having his teaching hours cut, and by the failure of college management to stop him being racially abused by students.
- He had been further victimised by the requirement to undertake teacher training and the threat of disciplinary action if he refused.

Mr Jenkins' main allegations were upheld.

The tribunal found that:

- He had been the victim of racist name calling ('sambo', 'nigger', 'kaffir') on many separate occasions, each reported to college management, but the employers did not approach the complaints with an open mind and fair attitude.
- There had been a tendency to disbelieve Mr Jenkins' allegations, leading to suggestions that he had misheard the racist taunts directed at him, or misunderstood them due to alleged difficulty in understanding English.
- This habitual treatment of Mr Jenkins as unreliable in his command of English, and unable to appreciate what was said to him by students, was irrational and unwarranted. It was racial prejudice.
- Rather than acting on Mr Jenkins' complaints, the college acted in a way that could be construed as supporting the unfounded allegations of his harassers regarding his inability to teach and to communicate clearly.
- The college failed to take formal disciplinary steps against the student who had been persistent in abusing Mr Jenkins.
- The college's response to his complaints was to force him, under threat of disciplinary proceedings, to take a cut in teaching hours in order to undergo training. For him to be

subject to these measures at a time when he had commenced proceedings against the college, and when hearings were pending, was victimisation.

COMMISSION FOR RACIAL EQUALITY RECOMMENDATIONS

1. All colleges should adopt an equal opportunities policy to cover employment and service delivery... The Commission's *Codes of Practice* for education and employment, and our publication *Racial Discrimination and Grievance Procedures* provide essential guidance.
2. That policy should contain clear guidance on the unacceptability of racial harassment, and its inclusion in student and staff disciplinary codes, a description of the disciplinary penalties for racial harassment, and a method of recording and analysing all complaints of racial harassment and their resolution.
3. The case of Mr Jenkins was one of racial harassment of a lecturer by students. Policies and disciplinary codes should also cover the possibility of harassment of students by staff, of staff by other staff, and by students of other students. All are equally unacceptable.
4. All complaints of racial harassment should be taken seriously and acted on fairly. To act in a way which makes the complainant the primary subject of investigation and action is unacceptable.
5. The recommendations contained in the CRE's *Racial Discrimination and Grievance Procedures* should be discussed by senior management, and incorporated into the relevant personnel, disciplinary and grievance procedures.
6. It is advisable and desirable that the development of policies and procedures for dealing with racial harassment is undertaken in partnership with staff and student unions/representatives.
7. A programme of training for all relevant staff in how to respond to racial harassment should be undertaken.
8. Colleges should ensure that allegations of under-performance of any sort are not confused with, or used in any way to justify either racial harassment itself, or the failure to respond to it decisively. No lecturer, manager or student has to tolerate being racially harassed whatever other issues may be alleged to be present, or actually present...

Even if your college, like Thanet College, has hardly any students or staff from ethnic minorities, the law still applies and the issue, as this case shows, can arise. We recommend strongly that all colleges adopt the recommendations above to ensure their compliance with the law...

Herman Ouseley
28 March 1994

USEFUL PUBLICATIONS

Commission for Racial Equality publications

A Measure of Equality: Monitoring and achieving racial equality in employment. (1991)

Code of Practice for the Elimination of Racial Discrimination in Education. (1989)

Ethnic Monitoring in Education. (1992)

Lessons of the Law: A Casebook of Racial Discrimination in Education. (1991)

Race Relations Code of Practice: For the elimination of racial discrimination and the promotion of equality of opportunity in employment. (1984)

Racial Discrimination and Grievance Procedures: A practical guide for employers. (1989)

Racial Equality and Council Contractors. (1995)

Racial Equality Means Business: A Standard for Racial Equality for Employers. (1995)

Tackling Racial Harassment: A caseworker's handbook. (1995)

Young and Equal: A standard for racial equality in services working with young people. (1995)

Equal Opportunities Commission publications

A Guide for Employers: To the Sex Discrimination Acts 1975 and 1986. (1995)

Avoiding Sex Bias in Selection Testing. (1993)

College Equal Opportunities Guide: Wales. (1995)

Consider the Cost: Sexual Harassment at Work. (1994)

Fair and Efficient Selection: Guidance on equal opportunities policies in recruitment and selection. (1995)

Guidelines for Equal Opportunities Employers: Code of practice for the elimination of discrimination on the grounds of sex and marriage and the promotion of equality and opportunity in employment. (1985)

Monitoring, Positive Action, Targeting. (1995)

Positive Action in Vocational Education and Training. (1994)

Positive Action in Recruitment Advertising. (1994)

Women and Training: A Review. (1993)

Women in Post-School Education and Training in Wales. (1994)

Further Education Funding Council publications

Assessing Achievement. Circular 93/28

College Strategic Plans. Circular 95/02

Measuring Achievement. Circular 94/12

Other publications

Department for Education. *Charter for Further Education.* (1993)

Employment Department. *Sex Discrimination: A Guide to the Sex Discrimination Act 1975.* (1980)

HMI. *Equal Opportunities in Further Education and Training: A survey of good practice in England and Wales.* Ref 124/92/NS. (1992)

European Commission. *Recommendations and Code of Practice on the protection of the Dignity of Women and Men at Work.* C(91)2625 (1991)

Race Relations Employment Advisory Service. *Positive Action: Promoting racial equality in employment.* (1994)

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The Commission for Racial Equality is working for a just society which gives everyone an equal chance to learn work and live free from discrimination and prejudice and from the fear of racial harassment and violence.

The Equal Opportunities Commission sees its mission as working to bring about a society in which equality of opportunity and equal treatment between men and women are recognised and upheld as fundamental rights.

colleges with a good equal opportunities reputation will attract a wider range of students, help them achieve their full potential and avoid the costs of unlawful discrimination.

Colleges are most likely to achieve this reputation if action to ensure racial and sexual equality is built into all areas of college management. This manual poses 'Key Questions' for managers beside the inspection guidelines defined by the Further Education Funding Council, the students' rights outlined in the Charter for Further Education, and other guidance.

This manual is essential for any FE college which is serious about equality.

Published jointly by the Commission for Racial Equality and the Equal Opportunities Commission, with a foreword by Sir William Stubbs, Chief Executive of the Further Education Funding Council.

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